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ABSTRACT

This report describes the development and implementation of an integrated team approach for interviewing candidates for employment with a residential program that serves children (ages 10-18) with emotional disturbances and behavior disorders. The integrated interview approach was accomplished by: (1) training the supervisors to increase their knowledge, understanding, and competence in planning the interview and evaluating the interview results; (2) providing the residents an opportunity to participate in identifying characteristics and qualities necessary for a child care worker in a residential treatment center for children and adolescents; (3) developing and implementing an applicant interview rating form to identify the 13 most important characteristics and qualities of a child care worker based on job functions and duties; and (4) eliminating the current two-part interview process and replacing it with a comprehensive, integrated, and structured one-part interview. Strategies are presented for organizing, structuring, and evaluating the interview process. Appendices include a supervisors' training guide, a description of the procedure for conducting an integrated team interview, sample survey and evaluation forms, an applicant interview rating form for a residential child care worker, a checklist for conducting effective interviews, and interview questions. (Contains 20 references.) (CR)

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Development, Implementation, and Evaluation of an Integrated Team Approach for Interviewing Candidates to Work in a Residential Treatment Center

Mary Josephine Weiler

Cohort 74R

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A Practicum Report Presented to the Master's Program in Life Span Care and Administration in Partial Fulfillment of the Requirements for the Degree of Master of Science

NOVA SOUTHEASTERN UNIVERSITY

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

October 1, 1996 — Date

Mary Josephine Weiler — Signature of Student

Abstract

The development and implementation of an integrated team approach for interviewing candidates to work in a residential treatment center. Weiler, Mary Josephine., 1996 : Practicum Report, Nova Southeastern University, Master's Program for Child Care, Youth Care and Family Support. Descriptors: Team Interview/Hiring Practices/Evaluation Instruments/Selection Procedures/Interview Questions/Interdisciplinary Approach/Teamwork.

The problem identified was that the practicum program lacked a comprehensive, structured, integrated interview process which adhered to the basic interdisciplinary team approach, included the residents living in the center in the interview process, and utilized an objective quantitative rating system for measuring the results of the interview. The strategy began with the implementation of a training program to increase the supervisors knowledge and understanding of the interview process, and the development of a method which integrates the suggestions and ideas of the residents living in the center into an applicant interview rating form.

Following the implementation, evaluations were conducted with the supervisor's, the interview team, and the residents which indicated an increase in the quality and successful outcome of the interview process.

The appendices include the Supervisors Training Guide, Procedure for Conducting an Integrated Team Interview, Sample Survey and Evaluation Forms, Applicant Interview Rating Form for a Residential Child Care Worker, Checklist for Conducting Effective Interviews, and Interview Questions.

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CHAPTER I: INTRODUCTION AND BACKGROUND

The Setting in Which the Problem Occurs

The agency is located in the Midwest region and has strived to meet the needs of children and families for over 75 years.

During much of the agency's existence, the practicum program provided services to unwed mothers from across the entire state. As the need for maternity homes dwindled and the needs of young women changed, so did the services offered by the practicum program. In 1981, the practicum program began offering residential child care services to female adolescents. In 1988, the program became a co-ed facility and in 1991 was licensed as a residential treatment center for emotionally disturbed and behaviorally disordered children and adolescents. The practicum program houses administrative and program services, academic, arts/crafts, food service and dining areas, and dormitory living quarters. In addition, the program has a basketball, volleyball and picnic area in a spacious yard which surrounds the facility.

Program Description

As a long-term residential treatment center, the practicum

program specializes in treating children and adolescent boys and girls between the ages of ten and eighteen who are out of control in their environment, many of whom have not responded to outpatient counseling or in-patient psychiatric or substance abuse treatment programs. The youngsters accepted in the program are admitted under DSM-IV classifications with varying diagnoses of developmental, mood, depressive, anxiety, personality, adjustment and substance induced disorders. Although these youngsters have long-standing and severe emotional problems and behavior disorders, they are of normal intelligence, that is, they do not suffer from developmental disabilities such as mental retardation. The length of stay in our program varies from six to eighteen months depending on the treatment plan goals. Residents and day treatment students are assessed in the first five working days of admission and then a minimum of once a month throughout the course of their treatment. Legal custodians, parents, and residents/students are encouraged to participate in the treatment planning and are given a treatment summary of monthly goals and recommendations.

Treatment plans are individualized, diagnostically directed and goal oriented. Goals are determined with the resident/day treatment

student and family prior to the treatment team meeting. The treatment program provides weekly individual, group, and family therapy, including specialized groups for such issues as sexual abuse and anger management. The practicum program also offers a full nutrition, recreation, and creative arts program. Thus, most youth in our program receive up to five therapeutic interventions per week, in addition to the daily living residential processing meetings. The program contracts with local public schools for specialized educational services. A fully accredited self-contained classroom offers individualized educational services. The program provides 24-hour psychiatric/nursing services. Serious needs are handled via contracts with local hospitals. Youngsters who need psychotropic medication are seen monthly by the psychiatrist. Initial nursing assessments and physical exams are performed at a contracted clinic.

The practicum program is governed by a twenty-one member board of trustees, people from all parts of the state. In 1993, the practicum program became accredited by the Council on Accreditation, the largest most comprehensive independent accreditor of mental health and social service agencies in the United States and Canada. Of the nearly 78,000 human service agencies in the United States only 600 have successfully

sought accreditation through the Council's rigorous review process. The Accreditation criteria focused on case coordination, community participation, treatment services, ethical and professional conduct, financial accountability, nondiscrimination, planning and evaluation, and quality assurance.

Treatment Philosophy

The practicum program specializes in highly organized and planned therapeutic interventions which treat some of the most serious mental, emotional, and behavioral disorders. The program's treatment services are not merely an alternative to family placement or simply a means of providing a singular form of therapy or rehabilitation, but rather a treatment of choice when a disturbed young person is in need of care in a total therapeutic environment. A 24-hour therapeutically planned group living and learning environment is provided where individualized psychotherapeutic approaches are planned, proposed, and carried out by an interdisciplinary team of mental health professionals. Our residential treatment center utilizes the concept of milieu therapy in which the many hours spent in daily living can be used for therapeutic benefit. Therapy takes place in real life situations: eating, getting up, going to bed, playing,

working and other phases of daily life. In our residential center the milieu is carefully organized to meet each child's needs for relearning, while simultaneously providing individual, group, and family therapy that is well coordinated and integrated with the daily living program. It is the philosophy of the program that an atmosphere which nurtures and promotes responsibility for self, others, and the environment will be most conducive in forming an emotionally and physically healthy adult. Our philosophy, mission, and treatment focus on rebuilding healthy relationships and teaching productive life skills to youth and their families. We believe that relationships are the foundation of any therapeutic change. Our philosophy defines our child centered values, advocates for families as partners in treatment, and focuses on the positive influence of the therapeutic environment. The practicum program is committed to a philosophy of helping children with severe emotional disturbances and behavioral disorders to achieve their highest potential. The program stresses the importance of treating the developmental, emotional, medical, educational and social well-being of children and adolescents. At the core of this philosophy is an interdisciplinary approach employing professionals who provide assessment, treatment and instruction within the context of a

comprehensive educational, residential and clinical program. The attention of the entire treatment team is directed toward the development of an individualized treatment plan, and the establishment, promotion, and maintenance of positive behaviors. The practicum program is committed to excellence in its provision of therapeutic care and treatment for children and adolescents. Its mission is to provide clinically rich, appropriate residential treatment services to children in response to their diverse psychological, developmental, physical, socio-cultural, and educational needs. Behavioral treatment strategies focus on teaching children and adolescents alternate ways of satisfying needs that are currently being met by inappropriate or dangerous behaviors. The goal of our residential treatment program is to create a "therapeutic milieu,"an environment in which our residents learn to trust, experience success, and develop new skills.

Program Personnel

The practicum program recruits, selects, and retains highly competent individuals qualified to administer and deliver its program of services. The type and number of employees required to accomplish our objectives are determined through a two-part group interview process. A

comprehensive progressive training program is initiated and completed within the first six months of employment.

The practicum program has a written job description for each position that defines qualifications and responsibilities. These are reviewed on an annual basis to ensure that duties are clearly outlined and that qualifications are related to job requirements. Personnel policies which specify employee expectations are contained in a handbook which covers personnel practices, working conditions, employer-sponsored benefits and staff development opportunities. A written equal opportunity policy guides recruitment and employment practices, as well as enables the program to comply with applicable laws and regulations governing fair employment standards. The practicum program personnel are qualified by skill, training and experience, and meet applicable state licensing or certification requirements. Upon joining the program, the staff complete a progressive training module and are oriented to the policies and procedures of the program. Performance standards are reviewed in conjunction with annual individual performance appraisals.

The Student's Role in the Setting

As the administrative director of the practicum program, this

student is responsible for building maintenance, fiscal planning, and insuring adequate funding and salaries for staff. The practicum student is also responsible for maintaining safety provisions, identifying long-term needs, and responsible for implementing policies determined by the Board of Trustees. Additional duties include directing and monitoring the clinical, residential, nutrition/food service, medical, and education departments of the practicum program. As administrative director the student makes final decisions on hiring, orientation, training, and termination of personnel. The practicum student also monitors the practicum program to maintain compliance with all state licensing and national accrediting standards (i.e. Council on Accreditation of Services for Families and Children, Inc.) and initiates and revises as necessary the procedure and policy manuals.

The scope of the practicum student's responsibilities allowed the student to exercise considerable control and influence over the development and implementation of this practicum project. As a member of the agency for twelve years and administrative director of the practicum program for six years, this practicum student has been involved in the development and implementation of a day treatment program for children age 10 -18 and an on-site family therapy program. This practicum student

has written and implemented a residential treatment handbook for the parent and child, a family program manual, and developed a progressive training and orientation program for new employees. Several procedures and programs developed by this practicum student have been accepted and utilized in other programs of the agency. The practicum program has consistently demonstrated leadership in the development of new and innovative programs and services to children and families. Therefore, this practicum student has the authority, skills and the experience to develop and implement any strategies needed to complete the practicum project.

CHAPTER II: THE PROBLEM

Problem Statement

Insuring the well being and safety of children in residential treatment centers is a primary administrative concern. As the degree of disturbance in children and adolescents continues to escalate, the need for developing a comprehensive and integrated hiring process becomes more critical. Even within residential treatment programs that have carefully designed policies regarding equal employment opportunity and affirmative action plans the hiring process can be costly and time consuming. Certain qualities are essential in the candidates hired to provide therapeutic care to the children. Personnel problems can originate from faulty hiring practices. If we do not ask the correct interview questions or evaluate the applicant's answers in light of a philosophical position we truly believe in and apply in everyday treatment, then sometime down the road (and it may be a number of years) we will pay the price of having hired the wrong person. Sometimes this mistake can prove disastrous to the agency and more importantly may not be in the best interest of the child. Agencies can perpetuate problems by not doing an adequate job of screening candidates and/or by not providing sufficient supervision for caregivers

(Krueger, 1986, p.10).

The administrator of this practicum program is responsible for assuring equal employment opportunity in all aspects and conditions of employment. It is standard practice that an attempt is made to interview uniformly by asking questions that are related to the job functions and asking each applicant the same questions. Qualified applicants are interviewed by a two or three person team led by a supervisor who has prepared questions which are related to the job description. The interview team members usually represent one or two areas of the practicum program. The finalists are chosen to return to visit with other staff members after which a selection is made.

The practicum program does not have an integrated approach for interviewing candidates that provides training on the legal standards of interviewing, that includes the ideas and suggestions of the residents living in the center, and that utilizes an objective quantitative rating system of measuring the results. The purpose of this practicum is to develop, implement, and evaluate an integrated team approach for interviewing candidates. In addition, the practicum proposal will present strategies for organizing, structuring and evaluating the interview process.

Documentation of the Problem

Research indicates that the interview process has had low reliability and low predictive validity. Low reliability means that different interviewers do not agree in their assessments of the same applicant. Low predictive validity means that there is only a weak statistical relationship between an interviewer's assessment of an applicant's potential to succeed in a job and that applicant's actual performance after being hired. In short, the interview fails to predict future job performance (Goodale, 1992, p. 25). With careful preparation and job related information the interview process can be enhanced and more effective. The practicum proposal addressed specifically the lack of an integrated team approach which adhered to the basic philosophical approach and included a more objective quantitative system to measure the results of the interview process. The long term success of an agency will be determined by the skills, knowledge, and abilities of the people they hire.

The practicum problem described in the previous section has many factors that have influenced or contributed to the lack of an integrated team approach in the development and evaluation of the interview process. There were four supervisors in the practicum program each

representing a specific area: residential, nutritional, clinical and administrative. The supervisors were responsible for organizing and structuring the format of the interview process. Each supervisor brought a different style and approach to the interview process. Interviews were conducted with the four supervisors in the practicum program to determine, based on their experiences, whether they were experiencing difficulties with the interview process, what they saw as contributing to the problem, and what solutions they recommended, given their knowledge of the program. In addition, the practicum student developed and distributed a questionnaire which examined the effectiveness of the current interview process. The questionnaire is included as Appendix A. The individuals responding to the questionnaire represented a broad cross-section of the program. Among those responding were the residential supervisors and staff, residential therapist, program director, registered nurse, licensed dietician, licensed addiction counselor, and the clinical psychologist. All of the professionals agreed that an integrated approach was vital to the success of the interview selection process. Several individuals stated that the current interview process lacked a structured format for interviewing the candidates, did not allow enough

time to prepare for the interview, and those who had participated in the interview process found the second interview degrading and meaningless.

There was a significant agreement in the responses to the question: "What do you consider to be some of the greatest weaknesses of the current interview process?" The factors cited by a majority of the respondents included lack of a structured interview format, lack of clearly stated questions consistent with the philosophy and job functions, and poor representation of the various departments in the program. One individual stated that the screening and decision making process " was unclear, and requires clear, direct and respectful feedback in a timely fashion." Generally, the individuals felt is was difficult to choose a candidate when they did not have all of the background information before the interview, and they felt that some members of the interview team did not take the interview process seriously.

There was agreement in the responses to the question why the present interview process is a poor indicator of the best candidate for the job. Problems identified were: the length of time it takes to hire, supervisors conduct the interview process differently, and a lack of an evaluation form and relevant interview questions to determine the best

candidate for the job. Most of the supervisors agreed that the second part of the interview process was unorganized, and the input from those involved in the second interview had no significant bearing on the final decision. In response to the question regarding the role that children could play in the interview process, one individual felt that most of the children are too busy with their own problems and should not be included in the process. One individual suggested that the children could provide questions or suggestions on how to improve the interview process.

Another contributing factor to the problem involved the supervisors' view of their role in the interview process. They identified a need for an integrated, concise, interview format to improve the selection process, creative and innovative interview questions that are job related and consistent with the basic philosophy of the program, and an objective evaluation process to determine if the applicant can and will perform the job successfully.

The information gathered from the supervisors and staff proved very helpful in understanding the problem within the practicum program. This information was used in the development of an integrated interview format consistent with the philosophy of the program, and incorporated a

standardized evaluation format in determining the final selection.

Analysis of the problem

In analyzing the problem from a management perspective, there were a number of factors which could be identified as contributing to a lack of an integrated standardized team process which included an objective system to measure the results that were consistent with the interdisciplinary approach of the program. Based on the interviews it appeared that there was a need for a quantitative rating system for screening and interviewing applicants, a need for an integrated team to conduct the initial interview, and the need for the development of interview questions that consider personal characteristics, work experience, and philosophy of the applicant. Contributing to the problem was the supervisors' lack of training and understanding of the key concepts of effective interviews: preparing for an interview, opening and exchanging relevant information, closing and documenting the interview, and selecting the best candidate for the job.

Based on a review of the literature the following observations can be made. As employers share power with employees through participative management and self-managed work teams, many employees now take

part in decisions previously reserved for managers and supervisors. The growing emphasis on teamwork was especially evident in selection interviewing as team members interview job applicants and make hiring recommendations. This integrated team concept was often viewed with suspicion because employees have serious doubts about the practicality of the model. Likert (1967) proposed that organizations aspire toward becoming System IV organizations. Under these conditions, leadership is based on confidence and trust, subordinates feel free to confront upwards, active involvement is supported, decision making and goal setting are widely done throughout the organization. The integration team approach provides a place to examine honestly the effects of our individual and collective decision and actions. Quick (1972) described participatory management as the ability to trust employees and regard them as willing to work towards the achievement of the organizational goals. Argyris (1973) stated that participation based on the three values of generating accurate information, free and informed choice, and internal commitment required skills most people did not have, regardless of the political and social structural arrangement in which they lived. He further stated that changes were not effective until the people developed

ownership of them and that, given the present culture, ownership of the new organizational morality required behavioral changes which would take a long time. Collaborative learning (Spear, 1993) takes place when there is a shared design about what to explore. Experimentation with a willingness to reflect collectively can lead to new shared insights, and therefore enhance future design. Peck (1987) defined community as integrative. It includes people of different sexes, ages, religions, cultures, viewpoints, lifestyles, and stages of development by integrating them into a whole that is greater than the sum of its parts. The advantages of a team approach to interviewing are numerous. Applicants recognize that they are being treated openly, honestly, and respectfully. This environment makes a strong statement about the values and beliefs of management and the manner in which the program treats its employees.

Prospective staff have a crucial role to play if they can enter into self-esteem enhancing relationships with children. Whittaker (1983) described the social support approach as a context for interpreting behavior so that individuals stabilized their self-esteem while promoting self-esteem of others. He stated that " it arises from a fundamental respect for human competence. It capitalizes upon human concern for

fellow humans. It resonates with a positive view of human nature. It emphasizes the virtues of cooperation, interdependence, and responsibility. It presupposes an active, moral human community. It feels good spiritually, and calls for the best in us" (p. 407). Research shows that a healthy residential culture respects and values all of its members. Caregivers are human and their jobs are extremely demanding. Agencies can perpetuate problems by not doing an adequate job of screening candidates and/or by not providing sufficient supervision for caregivers (Krueger, 1986). The ability of the smallest, intellectually limited child to have his off-the-wall comment heard respectfully in a group is an important indicator of cultural health. Bettleheim (1974) stated that while the patients did not make the final decision, they did influence the decision-making process; and this affected the way they felt about themselves, and about living in the institution. He further stated that success depended not on unique charisma, but on dedicated adherence to focusing on the children's inherent positive qualities and their necessary contribution to the group living process. (p. 175-176). There is a need to free ourselves of the fact that adults alone can create a better world, and embrace the honesty, directness, and spontaneity children can bring to the task.

As for the interview process itself, recent research shows encouraging results from the "situational interview," asking applicants what they would do in hypothetical situations, choosing scenarios that are related to the job functions. Education and job experience are not necessarily indicative of future performance (Gates, 1992). At the present time there is a lack of a comprehensive interview format. Therefore, the intent of the practicum proposal was to develop and implement strategies which specifically would address the lack of a team approach which adhered to the basic interdisciplinary philosophy, would establish an objective quantitative system to measure the results, and would integrate the ideas and suggestions of the children in the center into the interview process. The previous two sections focused on documenting the existence of the problem within the agency, and on the relevant research material related to the various aspects of the problem. The next chapter focuses on the goals and objectives that need to be accomplished in order to strengthen the program's interview process and increase the overall effectiveness of the evaluation process.

CHAPTER III: GOALS AND OBJECTIVES

The following goals and objectives were developed as a result of an examination of the literature regarding the significance of an integrated team approach to interviewing. This interview method was consistent with the interdisciplinary approach. This format screened and evaluated ways of measuring the results of the interview process. Two goals and four objectives addressed specific areas that led to improvements in the interviewing process.

Goal 1: The development of an integrated team procedure that increased the supervisors' knowledge, understanding and competence in the interview process.

Objective 1: On completion of training, 100% of the supervisors will be able to screen applicants, provide information consistent with the program philosophy and job function, distinguish and identify personal biases, and plan and organize lawful and relevant questions. This will be measured by the supervisor's pre- and post-test (Appendix B). At least an 80%

success rate is anticipated. This will be monitored and measured by the procedures in the Supervisors Training Guide (see Appendix C) which includes: Planning for an Interview, a Checklist for Conducting Effective Interviews, Common Errors in Interviewing, Supervisor's Training Evaluation Form, and Interview Questions (see Appendix D).

Objective 2: To ensure the effectiveness of the interview process by developing and using an Applicant Interview Rating Form (see Appendix E) to measure the interview team's objective reporting techniques based on questions related specifically to the functions and duties of the job. During the ten week implementation period, an Applicant Rating Form will be developed and utilized for evaluation purposes. Based on the results of the Interview Team Evaluation Form (see Appendix F) it is anticipated that 75% of

the interview team would increase their ability to rate applicants based on questions and categories specifically related to the job function.

The problem identified in Chapter II discussed the supervisors' lack of training and understanding of the key concepts of effective interviews. This goal is specifically designed to develop an integrated team procedure to increase the supervisor's knowledge, understanding and competence in the interview process. The first objective was to provide training for the screening of applicants consistent with the job function and philosophy. The training included: planning for an interview, understanding the EEO-AAP federal guidelines, and monitoring personal biases. The supervisors fulfilled ninety-three (93) percent of the requirements for conducting an effective interview with a 100% increase in their knowledge and understanding of the interview process. The second objective was to improve the effectiveness of the interview process. The Applicant Interview Rating Form (see Appendix E) was developed to increase the objective reporting techniques of the interview team by measuring the quantitative data collected from the rating form. The interview team members agreed that the strengths and weaknesses of the applicants were assessed fairly and

objectively.

Goal 2: To develop a method which integrates the suggestions and ideas of the children living in the center into the interview process within the ten week implementation period.

Objective 1: Two residents will be designated to participate in the interview process. The Residential Child Care Coordinator, a Child Care Worker, and the practicum student will meet with the residents to conduct small group discussions regarding their role in the interview process.

Objective 2: Upon completion of the group discussions, 100% of the resident representatives will assist in the development and implementation of a resident survey form and relevant interview questions that helped identify the characteristics and qualities that they feel are the most important to possess when working with children in residential treatment. During the ten week

period at least 75% of the residents will have participated in completing the survey. This objective will be monitored by the Resident Group Discussion Outline and the Resident Survey Form (see Appendix G).

The second goal was to develop a method which integrated the suggestions and ideas of the children living in the center into the interview process. The first objective involves selecting two residents living in the center to assist in administering and summarizing a resident survey form with the assistance of the Residential Child Care Coordinator, a Child Care Worker, and the practicum student. This was monitored by the Resident Group Discussion Form (see Appendix G). The second objective was developed to involve at least 75% of the residents in completing a survey which would identify the characteristics and qualities that they feel are the most important to possess when working with children in residential treatment, and write two questions that they would like to ask a potential applicant. During the ten week period 67% of the residents participated in completing the survey. This objective was monitored by the Resident Survey Form (see Appendix G) and Interview Questions (see Appendix D).

CHAPTER IV: SOLUTION STRATEGY

Existing Programs, Models, and Approaches

Based on a review of the literature on an integrated team approach to interviewing which adheres to the basic philosophy and utilizes an objective rating system to measure the results of the interview process, a number of programs, models, and approaches were identified. Fahlberg (1990) writes: " Ideally, the entire organization should view itself as a team working towards common objectives and goals. The goal was that each team be characterized by mutual respect, good internal communication, and a clear understanding of its part in achieving the overall goals of the organization and putting the philosophy into practice" (p. 82). These approaches were based on a team approach that enhanced trusting relationships, and an atmosphere of receptivity to creativity and new ideas. Fahlberg (1990) also suggested that when hiring staff for residential treatment the following qualities and attributes must be considered: (1) the applicant needs to feel comfortable with the basic philosophical approach and function as a member of a team, (2) the applicant needs to be a loving and emotionally nurturing person who is able to respond to crisis, (3) the applicant needs to respect the authority

of the organization and accept constructive criticism, (4) and the applicant must possess good basic intelligence. It is interesting to note that Fahlberg (1990) recommended that a new child care worker be introduced into the program slowly and carefully, thus providing some measure of protection for both the staff and the residents. The emphasis was on new employee orientation and allowing time for the residents to develop trust with the new staff member.

Training is one approach which can be used in teaching interview skills. Structured rules and well established interview guidelines assist supervisors by providing them with practical information about planning and evaluating an interview, by teaching them the communication skills and techniques needed for an effective interview, and familiarizing them with the federal laws prohibiting discrimination. Martone (1990) developed a child care worker interview protocol to address the challenge of how to write interview questions that will indicate whether or not an applicant meets the requirement established for the position. This training module includes a section that describes the qualities and characteristics that are essential for potential candidates working with children. These characteristics include integrity, initiative, critical thinking, locus of control,

attitude and emotional stability, team player, and motivation. It is stressed in the training that the program's mission should be the underlying framework from which the questions and hiring decisions are made. Based on an evaluation of this model, Martone (1990) stated that thorough screening and interviewing is an important part of minimizing risk to children. Many techniques or tools can be considered for possible use in the selection process. Ross & Hoeltke (1985) discussed in their article the development of an interview instrument which they claim is an effective tool in predicting the success of a child care work, which in turn can reduce turnover and institutional child abuse.

In addition to the more specific training programs which include teaching guidelines for the interview process, a training program for family based services which adheres to transparent interviewing can be cited. Graber & Nice (1994) suggested using an interview process which set people at ease and allows everyone to ask informative questions. Copies of the interview questions were sent to the applicant prior to the interview so they could decide how much time to spend on each question. There is a time limit set for the interview, and feedback was encouraged during and after the interview (p. 31). It is important to note that Graber &

Nice (1994) considered it an advantage for all concerned when the applicant was treated with respect in an atmosphere of good will and openness. This method sent a strong message about the values and beliefs of the program and the manner in which the organization treated its employees. Graber & Nice concluded that this process can help applicants to improve future performance in interviews and rethink their interests and skills.

Personality testing is one tool that some use to probe interests and preferences. The best personality tests don't produce answers; they produce a profile of leading indicators about someone. Gates (1992) stated that the big focus in the 80's was that interviews weren't reliable because they didn't predict future performance. As a result, psychological tests became the choice of human resource managers (p.72). She further indicated that studies now reveal how easily the" ideal" answers to some questions can be faked. Recently the Myers-Briggs test, perhaps the best known, was considered the most susceptible to these charges. Research shows encouraging results from the hypothetical situations technique which presents a scenario or illustration that asks the applicant to explain how or what they would do in a particular situation. A study

conducted in 1984 by the University of Washington and the Battelle Human Affairs Research Center in Seattle revealed that education and job experience were not necessarily indicative of future performance. A situational interview may be more useful and valid than descriptions of past achievements.

As illustrated in the above research, an integrated team approach to hiring was examined, in both treatment and family based settings. Developments also have occurred in the educational setting. A four-step hiring process incorporating child care workers in an educational setting was described by Denholm (1988) utilizing an integrated team approach. The four step process included: reviewing, advertising, short-listing, interviewing. In addition, questions were developed and asked within the areas of role definition, functions, theory, past work and educational experience. It was a process that placed special emphasis on a clearly designed team approach to interviewing. Denholm (1988) further stated that: " In order to conduct a standardized interview, each committee members asks the same questions, each time utilizing identical criteria and the same rating system. In this way, fairness and due process are enforced " (p.19).

A specific interview approach which includes the children in the process is not well documented in the literature. However, Bendtro, Brokenleg & Van Bockern (1990) described the reclaiming environment as one that creates change and meets the needs of both the young person and society. They described the features of a powerful reclaiming environment for children as one that allows children to (1) experience a sense of belonging, (2) meet one's needs for mastery, (3) involve youth in determining their own future (4) expect youth to be caregivers not just receivers of care (p.2). Redl & Wineman (1952) maintained that in "children who hate" there are many missing links in their lives. Some of these missing links are experiencing the feeling of being loved and accepted, opportunities for trusting peer and adult relationships, and an environment that establishes a culture where you are liked, respected, and have a sense of belonging. They further suggested that it is the total design of the treatment home environment and its impact on the people who handle the children whose behavior the environment modifies that constitutes therapeutic change. Part of that total treatment design allows children to be involved in the development of the living and learning experience of the treatment center, thus eliminating the "interview by

appointment" pattern.

It was interesting to note that comments made by the practicum program staff were similar to the findings in the literature. In responding to the questionnaire, professionals identified a need for an organized and integrated interview process, improved time management procedures and a way to incorporate self-evaluation questions into the interview process. In addition, they identified a lack of understanding and consistency between the supervisors who are responsible for organizing and facilitating the interview process, and the lack of involvement of the children in the center. After examining these various programs, models, and approaches, I have developed a solution strategy that will address these issues.

Proposed Solution Strategy

It was evident that a number of options could be considered when choosing a strategy to address the lack of an integrated team approach for interviewing candidates which includes the children in the interview process, adheres to the basic philosophical approach, and utilizes a more objective rating system to measure the results. It was noted in the previous section that teamwork, honesty, and adhering to the basic

treatment philosophy should be utilized in the hiring process (Fahlberg, 1990). Training programs that focus on interview protocol, guidelines, and descriptions of the qualities and characteristics essential in potential employees were also identified (Martone, 1990). In addition, within the last five years, innovative and creative interview techniques have been developed that take a fully integrated approach which include the applicants' follow-up discussion of the interview process (Graber & Nice, 1994).

By its very nature, residential treatment suggests a total, therapeutically planned group living and learning situation. The distinct individualized psychotherapeutic approaches are planned, proposed and carried out by an integrated interdisciplinary treatment team of professionals. This integrated approach is the heart of residential treatment, therefore, any strategy chosen for the practicum project must fit within this philosophy.

Based on the results of the staff questionnaire (see Appendix A)and the literature review, the current two-part interview format was eliminated during the ten-week implementation period and replaced with a single interview format. Each supervisor was responsible for organizing and

facilitating the interview process. The integrated interview team consisted of: the supervisor of the vacant position, and one representative from the residential, medical, and counseling departments of the practicum program. This allowed for equal representation and enhanced the team process. A Staff Training Program (see Appendix B) was developed and implemented for the supervisors and the residents in the center assisted in the development of a Resident Survey Form (see Appendix G) that assisted in identifying the characteristics and qualities essential in the hiring of individuals to work with children in residential treatment. The residents also assisted in the development of Interview Questions (see Appendix D) that were incorporated into the interview process.

Some of the strategies (personality testing, transparent interviewing) were beyond the scope of the program, skills and abilities of the practicum student. The end of the fiscal year for the practicum program was June 30, 1996, therefore funding was limited for purchasing supplies as well as covering travel expenses and consultation services. The strategy was implemented within the ten week implementation period with the intent to recruit, interview, and a residential child care worker

using an integrated, comprehensive one-part interview format using a applicant interview rating form which incorporated the results of the resident's survey.

Rationale: Based on the data from the professionals and the literature, it would seem that the development of a comprehensive, structured, integrated interview process is critical in determining the most qualified applicant. In addition, the interview questions should not only reflect a range of thinking skills pre-planned to provide a balance between knowledge, comprehension, and experience (Baron & Sternberg, 1987; Denholm, 1988), but also take into account the qualities and characteristics necessary to provide therapeutic care consistent with the treatment philosophy (Fahlberg, 1990).

There were a number of advantages to the above strategy. The training sessions with the supervisors allowed an opportunity to emphasize the importance of an integrated team approach to interviewing which incorporates evaluation and adheres to the program philosophy. The team approach encouraged trust and support, as well as allowed the supervisors an opportunity to see that the problems they face are not unique. The strategy offered the residents an opportunity to participate

in the development of the interview process. The strategy, therefore, met the goals and objectives for the practicum project, as identified in Chapter Three. Based on the results of the practicum project, the final evaluation and recommendations were to be made regarding the format of the interview process for the practicum program. In appendix H there is a detailed ten-week implementation plan identifying the step by step implementation of the solution strategy. The next chapter will discuss the actual implementation of the project, and begin to discuss the implication, results and recommendations of this project.

CHAPTER V: STRATEGY EMPLOYED-ACTION TAKEN AND RESULTS

Actual Implementation

The previous chapter described the solution strategy as documented in the ten-week implementation plan in appendix H. During the first week of the implementation plan the goals, objectives, and expectations of the practicum project were introduced to the four (4) program supervisors and a meeting was held with the Human Resource Coordinator to review the training outline and expectations. All of the consent forms (see Appendix I) were sent to the children's legal custodian and parents. The Residential Child Care Worker job opening was advertised with Job Service and the local newspaper. During the second week a training session was held in order to increase the supervisors knowledge and understanding of the interview process. The Supervisor's Pre-and Post-Test (see Appendix B), Supervisor's Training Guide forms (see Appendix C) were reviewed and completed. In addition, the Guidelines and Interview Questions (see Appendix D), Applicant Interview Rating Form (see Appendix E), Resident Group Discussion and Survey Form (see Appendix G), and the Interview Team Evaluation Forms were reviewed.

During the third week a meeting was held with two resident

representatives and the residential child care coordinator to review their role in the interview process. A time was set for the residents to complete the Residents Survey Form (see Appendix G).

During the fourth week the interview team was selected and a training session was held to review the Procedure for Hiring a Residential Child Care Worker (see Appendix C), Interview Questions (see Appendix D), Applicant Interview Rating Form (see Appendix E), Residents Survey (see Appendix G) and evaluation forms . The interview team consisted of the residential child care coordinator, the licensed registered dietician, the administrative specialist, and the medical coordinator.

The interviews were conducted during the fifth and sixth week of the implementation plan. There were three candidates interviewed for the residential child care worker position. When the adjusted rating scores of the candidates were tabulated a final decision was made based on the highest score of the three candidates. An interview was conducted during the last few weeks to the members of the interview team (see Appendix F), and the newly hired residential child care worker (see Appendix J).

Result Analysis

The first goal was to develop an integrated team procedure to increases the supervisor's knowledge and understanding of the interview process. The first objective was to provide a comprehensive training program for the supervisors. There was one hundred (100) percent participation with post-test results indicating nearly (100) percent increase in their knowledge and understanding of the interview process. The results of the training are indicated in Table 1.

Table 1 Results of Supervisors Training Program

	Pre-Test Results		Post-Test Results
Supervisor A	25%		94%
Supervisor B	56%		81%
Supervisor C	56%		88%
Supervisor D	44%		88%
Average Percentage	45%	Average Percentage	88%

The second objective of goal one was to review the Applicant Interview Rating Form (see Appendix E) to ensure the effectiveness of the interview process by developing a rating system that measured the supervisor's objective reporting techniques based on questions related specifically to the functions and duties of the job. The members of the interview team were given copies of the rating form and utilized it during the interview process. Using a four point (4.0) system, the applicant interview rating form was evaluated by the interview team members. They indicated the following: clear, concise instructions and ratings - 3.40, pertinent job function categories - 3.80, and relevant interview questions - 3.60. Three out of the four interviewers indicated that the structure of the interview rating form allowed them to concentrate on each category which helped them to evaluate the applicants responses objectively. The final adjusted scores for the three applicants' were: Applicant One - 76.75, Applicant Two - 76.25, and Applicant Three - 68.25. Although there was only .50 difference between applicant one and two the interview team members agreed that the strengths and weaknesses of the applicants were assessed fairly and were objective despite slightly different standards of scoring and varying perspectives in evaluating the

responses. Overall, they were impressed with what they considered the validity of the scores.

The second goal was to develop a method that integrates the suggestions and ideas of the residents living in the center into the interview process. The first objective involved two residents living in the center, and the Residential Child Care Coordinator, and the practicum student. The Residential Child Care Worker was not able to participate due to a previously scheduled vacation. Two small group discussions were conducted using the Resident Group Discussion Outline (see Appendix G) which explained the goals and objectives of the project. A thorough review of the Resident Survey Form (see Appendix G) was conducted. Upon completion of the group discussion one of the two resident representatives assisted in developing the resident survey form and selecting the two questions that were included in the applicant interview rating form (one of the representatives was put on high risk status so he could not continue to participate in the process).

During the ten week implementation period (see Appendix H) sixty-seven (67%) of the residents living in the center participated in filling out the survey. Initially, fourteen (14) out of eighteen (18) residents

were scheduled to participate in the survey. On the day of the survey, two (2) male residents decided that they did not want to fill out the survey. Therefore, the goal of seventy-five (75) percent participation was not met.

The purpose of the survey was to establish what the residents believe to be the most important characteristics and qualities a child care worker must posses in order to work successfully with children in a residential treatment setting. The results of the resident survey are described in Table 2.

Table 2

Resident Responses - Characteristics and Qualities of a Child Care Worker

Scale	3.0	Very important
	2.0	Important
	1.0	Not important

Rating	Category	Description
3.00	Sense of Mission	Wants to help kids
3.00	Helper	Enjoys seeing others succeed
3.00	Relationships	Builds trust and cares
3.00	Confidence	Is someone you can trust
2.95	Empathy	Is a good listener
2.95	Objectivity	Sees both sides of a problem
2.90	Personality	Is outgoing, fun
2.85	Integrity	Will respect confidentiality
2.85	Dependable	Loyal, always willing to help
2.85	Interpersonal Skills	Gets along with kids

Table 2

Rating	Category	Description
2.70	Courage	Will speak out and disagree
2.70	Work Orientation	Enjoys physical activities
2.70	Manner and Appearance	Wears clean clothes-polite
2.70	Good Judgment	Is fair, makes good decisions
2.65	Communication Skills	Understands and solves problems
2.55	Responsible	Ability to get work done
2.40	Initiative	Has a lot of energy
2.35	Interested in the job	Likes working in residential
2.20	Role Model	Follows the rules
2.10	Intelligence	Is smart
2.05	Education	Has a college degree
1.85	Past Experience	Worked with kids in
1.80	Assertiveness	Is direct, forceful, outspoken
1.70	Maturity	Is older than 21
1.50	Anxious	Someone who is hyper

Overall, the goals of the project were successfully addressed and met based on the results of the pre- and post- test results, the evaluations and data collected from the applicant interview rating form, the residents survey form, and finally the evaluations from the interview team members. An unanticipated outcome came when the newly hired residential child care worker submitted a written response to the interview process. He stated that, " The questions were not only helpful in identifying what skills the job at Luther Hall required, but they also helped me to identify as to whether I possessed those skills. I also found the interviewers to be very friendly and relaxed, which in turn helped me. "

This practicum addressed many different areas of the interview process. It began with specific training for the supervisors, and provided the opportunity for the residents to participate in the development of an applicant interview rating form which identified the most important qualities and characteristics needed in a child care worker. The interview questions were organized and developed according to a specific category on the applicant interview rating form to meet the standards of the EEO/AAP guidelines and provide fair and consistent ratings. Replacing the two-part interview with a comprehensive one-part interview was well

received. The final meeting with the interview team members occurred during the tenth week of the implementation plan (see Appendix H). Their feedback and recommendations are discussed in the next chapter.

CHAPTER VI: CONCLUSION

Implications and Recommendations

The purpose of the practicum project was to improve the interview process by developing and implementing an integrated approach for interviewing candidates to work in a residential treatment center. The integrated approach was accomplished by (1) training the supervisors to increase their knowledge, understanding and competence in planning, preparing, and evaluating the interview results, (2) providing the residents living in the center an opportunity to participate in identifying the characteristics and qualities they feel are necessary in order for a child care worker to work with children and adolescents in a residential treatment center, (3) developing and implementing an applicant interview rating form that identified thirteen (13) categories which describe the most important characteristics and qualities of a child care worker based on the job functions and duties, and (4) eliminate the current two-part interview process and replace it with a comprehensive, integrated and structured one-part interview. The practicum project contained two goals and four objectives.

The first goal was to develop an integrated team procedure to

increase the supervisor's knowledge, understanding and competence in the interview process. The first objective was to provide training for the screening of applicants consistent with the job function and philosophy. The training included: planning for an interview, understanding the EEO-AAP federal guidelines, and monitoring personal biases. Based on the results of the checklist (see Appendix C) the supervisors fulfilled ninety-three (93) percent of the requirements for conducting an effective interview. The first objective was achieved. The supervisors gained a better understanding of the important aspects of the interview process.

The second objective was to improve the effectiveness of the interview process. The Applicant Interview Rating Form (see Appendix E) was intended to increase the objective reporting techniques of the interview team by measuring the quantitative data collected from the rating form. This objective was achieved. The rating form indicated that the interview team members tended to be more critical in their evaluation of the applicant's responses to the categories with the greater assigned weight. Those with the assigned weight of 3 averaged 2.82 points, those categories with the assigned weight of 2 averaged 3.00 points while the assigned weight of 1 averaged 3.20; all were on a four point (4.0) scale.

It is interesting to note that the average score increased at the rate of .20 per weight which indicates that there was an orderly, well-proportioned progression of the varying weights. The interview team gave the applicant interview rating form very high marks in their evaluation.

The second goal was to develop a method which integrated the suggestions and ideas of the children living in the center into the interview process. It was this component of the practicum project that received the most attention and positive feedback. The members of the interview team and all three of the applicants who were interviewed stated that the information from the Residents Survey Form (see Appendix G) was invaluable. An unexpected outcome was the similarities in the scoring of the categories in the applicant interview rating form for the newly hired residential child care worker when compared to the characteristics and qualities the residents felt were important. The residents ranked sense of mission, helper, relationships, and trust as the most important characteristics while the new residential child care worker ranked highest in philosophical stance and mission, teamwork, interpersonal skills, and therapeutic skills. In substance these characteristics match.

Staff development begins with the recruiting process. It is important

to gain critical information about candidates before they are hired. Training supervisors to plan and conduct job interviews effectively is vital to the safety of the children in the center. Communicating the program's values and commitment to quality care and continued assessment of the attitude, competence, and behavior of the staff play an essential role in assuring quality services. The outcome of this practicum may benefit others in the field who wish to improve the interview process in their agencies. The practicum also emphasized the importance of resident involvement in the development of the applicant interview rating form and the interview questions. Krueger (1990) stated that, "caring relationships - relationships that include empathy, trust, security, compassion, and sympathy - are the foundation on which treatment is built." Bronfenbrenner (1981) has acknowledged that every child needs at least one special adult who is fervently involved in his or her life, for only then can the child develop to full potential. Keith-Lucas (1981) challenges those who would reduce love to social reinforcement, to be employed as another tool for manipulating behavior. He sees love, acceptance, and understanding as prerequisites to behavior, not its reward: "One doesn't have to behave in order to be loved, but be loved in order to behave"

(p.12). It is interesting to note that the top ten characteristics and qualities that the children felt were the most important to possess in order to work with children in a residential treatment center were:

1.	Sense of Mission	Wants to help kids
2.	Helper	Enjoys seeing others succeed
3.	Relationships	Builds trust and cares
4.	Confidence	Is someone you can trust
5.	Empathy	Is a good listener
6.	Objectivity	Sees both sides of a problem
7.	Personality	Is outgoing, fun
8.	Integrity	Will respect confidentiality
9.	Dependable	Loyal, always willing to help
10.	Interpersonal Skills	Gets along with kids and adults

The challenge for the practicum program will be to examine how the one-part interview process and the applicant interview rating form can be implemented for all of the job positions in the program. The format and the rating form were specifically designed for the hiring of a residential child care worker and there are twelve other positions in the practicum program. The supervisors and the interview team members would like to continue this interview format when hiring residential child care workers. They identified several strengths and weaknesses of the applicant rating form and offered excellent suggestions for improvement of the interview

process (see Appendix F).

Two methods of disseminating this practicum and its results are planned. First, I plan to summarize this report into a form suitable for presentation to the President of Lutheran Social Services of North Dakota. Second, I plan to share this information through leadership council and executive team meetings. This project has reaffirmed my belief in the value of an integrated team approach for evaluating and determining the best candidates to work in residential treatment, and stressed the importance and significance of the opinions, thoughts, and ideas of the children living in the center.

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Appendix A:

Present Interview Process (P.I.P.)

P.I.P.
(Present Interview Process)

Questionnaire

What do you consider to be some of the greatest strengths in our PIP?

Currently, we have a two-part interview process. Part One is the initial interview. Part Two is the final interview with other program staff. In your opinion, do you feel this process helps determine the "right person" for the job?

What are the key questions that must be answered by the applicant in an interview process? Are they being addressed in our PIP?

What needs to be included in an interview that isn't part of the PIP?

What would you like to know about an applicant before deciding on hiring that doesn't surface in the PIP?

What type of questions in the PIP is the best predictor of a good choice?

What type of questions need to be asked applicants that will produce more objective, quantitative information to improve the quality of hiring choices?

What do you consider to be some of the greatest weaknesses of our PIP? Give some reasons why our PIP is a poor predictor of the better/best candidate for the job?

What are the most important qualities in a candidate?
For example: educated, intelligent, dependable.

Your list:

1.
2.
3.
4.
5.
6.
7.
8.

What type of questions needs to be asked to help identify the "ideal" person who will be offered the job?

What, if any, feedback have you received from other staff members regarding the two-part interview process?

Strengths

Concerns

What role should the children and adolescents play in the interview process?

Please complete the following statements:

We need to pay more attention to...

The decision making process is...

Overall, I think the interview process is...

Appendix B:

Supervisors Training Session
Pre- and Post-Test

Supervisors Training Session Pre-Test

Name: _____ Date: _____
Title: _____ Center: _____

1. Name the first two steps that must be taken before an internal and/or external job announcement is initiated.
   a.
   b.

2. On the LSS/ND application for employment there are two signature lines. What are they?
   a.
   b.

3. Name three things should you look for when reviewing an employment application.
   a.
   b.
   c.

4. What does EEO mean? What does AAP mean?

5. What are two components of the AAP?
   a.
   b.

6. How are LSS/ND employees made aware of the EEO/AAP policy?

7. What does BFOQ mean?

8. What are three common errors made in interviewing?
   a. c.
   b.

Supervisors Training Session Post-Test

Name: _____ Date: _____
Title: _____ Center: _____

1. Name the first two steps that must be taken before an internal and/or external job announcement is initiated.
   a.
   b.

2. On the LSS/ND application for employment there are two signature lines. What are they?
   a.
   b.

3. Name three things should you look for when reviewing an employment application.
   a.
   b.
   c.

4. What does EEO mean? What does AAP mean?

5. What are two components of the AAP?
   a.
   b.

6. How are LSS/ND employees made aware of the EEO/AAP policy?

7. What does BFOQ mean?

8. What are three common errors made in interviewing?
   a. c.
   b.

Supervisors Training Session Test Answers

Name: _____ Date: _____
Title: _____ Center: _____

1. Name the first two steps that must be taken before an internal and/or external job announcement is initiated.
   a. Submit a Personnel Requisition Sheet to Administrative Director for approval
   b. Notify the Administrative Specialist of the approved opening and order a new employee hiring packet

2. On the LSS/ND application for employment there are two signature lines. What are they?

   First Line includes:
   a. Authorization for Reference Requests (to contact employers/personal)

   Second Line includes:
   b. Paragraph which includes the following information:

   - EEO Statement.
   - Authorization that information on the application is true, correct and complete.
   - Authorization of the investigative consumer report.
   - Employment-at-will statement.
   - Agreement that the application is not a contract.
   - Agreement that business needs may include: overtime, shift work, rotating schedule, or work schedule other than Monday-Friday.
   - Agreement that wages, benefits and conditions may change at any time and employment is for no definite period of time.

•Pre-Employment physical examinations may be a prerequisite for employment. Failure to provide accurate medical information is grounds for dismissal.

3. Name three things should you look for when reviewing an application for employment?
   - Has the applicant followed the instructions in the ad?
   - What is the quality of the application? Is it legible?
   - What is the applicant's education and training history?
   - How long has the applicant been employed in current or past jobs?
   - Are there any time periods that are not accounted for?
   - Is the education and training relevant to the job position?
   - Are there instances where information seems to be omitted?
   - What employment patterns are evident from the application?
   - Is the applicant applying for a similar job, a step up or a step down in their career progression?
   - Has the applicant authorized reference requests?
   - Has the applicant given permission to contact present employer?
   - Are supervisors and personal references listed?
   - Has the applicant mentioned special skills that are job relevant?
   - What does the applicant's resume provide regarding work history, education, affiliations, special interests, and organizational ability; does the resume describe job knowledge, skills and abilities.?
   -What hands on experience is mentioned?
   - Did the applicant sign the bottom of the application?

4. What does EEO mean? What does AAP mean?
   Answer: Equal Employment Opportunity Affirmative Action Policy

5. What are two components of the Affirmative Action Plan.
   Hiring, placement, upgrading, transfer, and demotion
   Recruitment, advertising or solicitation for employment
   Treatment during employment
   Rates of pay or other forms of compensation
   Selection for training
   Lay off or termination

6. How are LSS/ND employees made aware of the EEO/AAP policy?
    a. Included in the new employee hiring packet
    b. The supervisor reviews this policy with the new employee
    c. A copy is posted in the program office

7. What does BFOQ mean? Bona Fide Occupational Qualification

8. What are three common errors made in interviewing?
    A. Planning is poor
    1. Interviewers do not know their objectives
    2. Interviewers do not plan and structure the interview
    3. Interviewers do not know the job for which the candidate is applying

    B. Approach is Diagnostic
    1. Interviewer assumes the role of amateur psychiatrist
    2. Applicant is judged on inappropriate or subjective criteria

    C. Interviewers are Human Beings
    1. Personal attitudes and stereotypes abound
    2. First-impression bias and jumping to conclusions are apparent
    3. Interviewer forgets and doesn't document

    D. Interviewers violate the EEO guidelines
    1. Interviewer raises prohibited topics
    2. Evaluation is based on irrelevant information

<u>Other common errors in interviewing:</u>

- Failing to be properly prepared
- Talking too much and not discussing the program philosophy
- Asking too many closed questions
- Asking multiple questions
- Asking marathon questions
- Ineffective listening
- Not taking the interview seriously
- Lack of knowledge-EEO

Appendix C:

Supervisors Training Guide

Procedure for Hiring a Residential Child Care Worker

Step by Step Procedure for Conducting an Interview

Planning for an Interview

Supervisors Checklist for Conducting Effective Interviews

Common Errors in Interviews

Supervisors Training Evaluation Form

Supervisors Training Guide Outline

I. Pre-Test

II. Procedure for Hiring a Residential Child Care Specialist

III. Goals of the Training:

1. Review the Luther Hall procedure for hiring applicants and learn how to collect information from the application that will assist in the prediction of future performance: potential and willingness to perform the job.

    - Application for Employment
        - -AA Report
        - -Security Background Information Checks
    - Planning for an Interview - Part One and Part Two

2. Understand the LSS/ EEO - AAP Outline and Fair Employment Practices legislation that affects employment interview - Lawful and Unlawful questions.

    - EEO-AAP Policy
    - Lawful and Unlawful Questions

3. Recognize common errors made in interviewing, the importance of providing information consistent with the LSS and Luther Hall mission statement, and monitoring personal likes and dislikes (biases) about an applicant.

    - Common Errors in Interviewing
    - LSS/ND and Luther Hall Mission Statement
    - Monitoring personal likes/dislikes and personnel biases

IV. Post-Test

V. Supervisor's Training Evaluation Form

Procedure for Hiring a Residential Child Care Specialist

Pre-Interview Procedures:

1. Submit personnel requisition form to the Administrative Director for approval. This must be approved before continuing with the pre-interview process.

2. Notify administrative specialist of the approved job opening (s). A request is made for a new employee packet (s) from human resource department.

3. Initiate internal announcement to Luther Hall and LSS/ND staff.

4. Initiate external announcement: Job Service (239-7300) or Newspaper (complete form and send to the LSS/ND communications department)

   The newspaper ad must include the following statement: Applications for employment can be picked up at Luther Hall at 1505 -5th Ave. South, Fargo, North Dakota. Send completed application, resume and cover letter to:

5. Employee applications must be completed by applicants in order to LSS/ND be considered for an interview. The application, affirmative action sheet, and security/background information sheet is made available for all interested applicants. The confidential affirmative action sheet must be given to the administrative specialist who forwards it to human resources department. A copy of the JAQ can be given to the top candidates chosen for an interview.

6. The supervisor will begin the selection process for the interview team. One member from each of the following program areas will be chosen to participate: medical, clinical, residential, administration, nutrition. The team will meet to review the applications and select those who will be asked to participate in the interview process. The supervisor of the vacant position is the person responsible for organizing and structuring the interview.

7. Review the application(s) with the team members considering:

   - Has the applicant followed the instructions in the ad?
   - What is the quality of the application? Is it legible?
   - What is the applicant's education and training history?
   - How long has the applicant been employed in current or past jobs?
   - Are there any time periods that are not accounted for?
   - Is the education and training relevant to the job position?
   - Are there instances where information seems to be omitted?
   - What employment patterns are evident from the application?
   - Is the applicant applying for a similar job, a step up or a step down in their career progression?
   - Has the applicant authorized reference requests?
   - Has the applicant given permission to contact present employer?
   - Are supervisors and personal references listed?
   - Has the applicant mentioned special skills that are job relevant?
   - What does the applicant's resume provide regarding work history, education, affiliations, special interests, and organizational ability; does the resume describe job knowledge, skills and abilities.?
   - What hands-on experience is mentioned?
   - Did the applicant sign the bottom of the application?

8. The selection process is based on relevant knowledge, skills, abilities, (KSA's) and degree as established in the JAQ. Usually three to four applicants are chosen for a job interview. Letters are sent out to those who did not meet the qualifications of the job.

9. The interview team can submit questions to the supervisor leading the interview process. The interview questions are based on what the applicant has done, the traits and qualities the applicant possess, and what the applicant will do based on the JAQ.

   - Start with the job functions (JAQ) and identify the areas of responsibilities using action verbs e.g. preparing, supervising.
   - Write hypothetical situations which elicit previous work and non-work experience, and are based on the functions of the job.
   - Follow guidelines of EEO legislation (LSS affirmative action)

10. The supervisor must copy the following information and distribute to all the interview team members prior to the scheduled RCCS interview.

    - Application and/or resume
    - Interview questions based on job function (JAQ)

    The supervisor will continue with the preparation of the interview by initiating the Step by Step Procedure for Conducting an Interview.

STEP-BY-STEP PROCEDURE FOR CONDUCTING AN INTERVIEW

Initial Phone Contact

-Notify administrative specialist who to call and the days and times that the interviews will take place. The applicants are informed that they must arrive 15 -30 minutes early to fill out application and read the JAQ. The interview will last 2 hours and will include a tour.
-Administrative specialist will memo the names and times that have been agreed upon for the interviews.
-When the applicant arrives s/he is given the pre-interview packet which includes the JAQ (job description), brochures and handouts.

I. Supervisor's Interview (15 - 30 minutes)

A. Areas to be addressed

- the duties and functions of the position must be explained
- completes the checklist of required training with the applicant
  __ CPR __Crisis Intervention Training __First Aid
  __ Nursing Assistant __Medication Training
- the history & philosophy of Luther Hall, program overview
- team structure, what a typical day is like, types of clients
- parental involvement (family program)
- full-time and part-time schedule and expectations
- staff development opportunities
- background checks: "Is there is anything we should know?
- question to ask, "Are you able to perform all of the job related functions and tasks as described in the JAQ?"
- review salary range ($8.00 - $9.50)
- explain the team interview process to the applicant
  - •integrated team will be interviewing the applicant
  - •tour will be given
  - •reference checks will be conducted
  - •expected length of time before a decision will be made

II. Integrated Team Interview (30-45 minutes)

A. Areas to be addressed
- Introduce the team members
- Initiate and establish rapport
- Rotate questions
- Invite applicant's questions
- Closure by supervisor

III. Supervisior's Closing Interview: (15 - 30 minutes)

A. Supervisor Conducts Tour of the Center
- Following the tour, answer any questions the applicant may have regarding the program

Thank the applicant for coming and inform them that the interviewers will make the decision and that references will be checked. Inform the applicant that they will be notified by phone if a job offer is made.

Once a decision has been made the supervisor will finalize the interview process by completing the Telephone Reference Check form and submitting it along with the following information to the President/CEO of LSS/ND:

1. Hire Recommendation Letter (attach form)
2. Application for Employment and Resume
3. Three completed telephone reference checks (attach form)

Once the Recommendation for Employment has been signed off by the President the form will be returned to you to continue the hiring process. The supervisor will need to set up a time to meet with the new employee and the administrative specialist in order to fill out the paperwork. Send the following completed paperwork to Cathy Crocker.

1. Application/Resume (already sent)
2. Telephone Reference Check results (already sent)
3. Recommendation for Employment Letter with the President's approval
4. Employee Handbook and Drug Free Sign-Off sheet

5. JAQ/Job Description and signature sheet
6. Completed Emergency Contact Sheet
7. Employee Change Form
8. I-9 sheet
9. W-4 sheet
10. Employee Background Checks

If the supervisor does not have all of the information above completed the file will be returned for completion.

- Complete the Welcome Letter (statement for RCCS will be included)
- Memo the Luther Hall staff, the Leadership Council Members and the Executive Members in which the new employee is welcomed to LSS/ND.
- Send a letter to the applicants notifying them of the decision.
- Set a day and time for the new employee to begin the Luther Hall Progressive Training Procedure.

PLANNING FOR AN INTERVIEW - PART ONE

_____ Meet the Objectives

A. Collect information to assess

1. Potential to perform the job
2. Willingness to perform the necessary functions of the job
3. Relevant interview questions based history, traits, job functions
   (See Planning for an Interview- Part Two)

B. Provide information about the agency, program, and job
C. Check personal likes and dislikes

_____ Approach and Style

A. Semistructured
B. Tailored to the specific job
C. Consistent
D. Flexible and conversational
E. Group interview

_____Format

Initiate and Establish Rapport

A. Pre-interview small talk
B. State the purpose of the interview

Listen

A. Begin with uniform questions related to the job function
B. Inquire about education, training, experience, and attitudes
C. Collect information
D. Provide information
E. Invite applicant's questions
F. Terminate the interview

_____ Topics of importance

A. Previous training and education
B. Previous related work experience
C. Hints of work interest and career plans
D. Information about the agency

_____ Close

A. Give information regarding the position
B. Provide an opportunity for questions by the applicant
C. Explain references will be checked and others will be interviewed.
D. Complete rating form computations and submit to the supervisor

PLANNING FOR AN INTERVIEW - PART TWO

Behavior

What the applicant will do after hired (based on JAQ)

1. Preparing
2. Keeping
3. Checking
4. Improving
5. Managing
6. Coordinating
7. Developing
8. Planning
9. Organizing
10. Supervising

Traits

What applicant is ----------

1. Maturity
2. Intelligence
3. Initiative
4. Aggressiveness
5. Personality
6. Confidence
7. Manner and appearance
8. Good judgment
9. Related experience
10. Self-Starter
11. Education
12. Communication skills
13. Interpersonal skills

Behavior

What applicant has done ----------

1. Previous work and nonwork experience
2. Previous training and education
3. Hobbies, interests

Supervisors Checklist for Conducting Effective Interviews

Name: _____ Date:_____

1. Did you submit the personnel requisition form? Y/N
2. Did you request a new employee packet? Y/N
3. Did you initiate the internal and external announcement? Y/N
4. Did you select an integrated interview team? Y/N
5. Did you review and select the applicants as a team? Y/N
6. Did you facilitate and select the interview questions? Y/N
7. Did you distribute the application and/or resume, questions, checklist and applicant rating form to the team? Y/N
8. Did you notify the administrative specialist? Y/N
9. Was the applicant given the interview packet? Y/N
10. Did you review the program and philosophy Y/N
11. Did you take initiative in getting the interview underway? Y/N
12. Did you introduce the team members? Y/N
13. Did you shake hands? Were you friendly? Y/N
14. Did you make an easy, casual transition from opening greetings to the first serious topic of the interview? Y/N
15. Did you state your purpose as soon as possible? Y/N
16. Did you start off with easy materials? Y/N
17. Did you attempt to put applicant at ease? Y/N
18. Were you relaxed and confident? Y/N
19. Did you demonstrate sincere interest in the applicant? Y/N
20. Did you try to reduce nervousness or anxiety? Y/N
21. Did you maintain eye contact with applicant? Y/N
22. Was your facial expression appropriate? Y/N
23. Were you distracted by some particular type of behavior? Y/N
24. Did you use a pleasant voice? Y/N
25. Were you audible and articulate in your speech? Y/N
26. Did you try to convey interest to applicant? Y/N
27. Did you use proper grammar and pronunciation? Y/N
28. Did you listen attentively to what the applicant had to say? Y/N
29. Did you allow applicant enough time to talk? Y/N
30. Were you able to resist distractions? Y/N
31. Were your responses prompt and appropriate? Y/N
32. Did you encourage applicant to give examples? Y/N

33. Did you invite applicant to ask questions?	Y/N
34. Did you answer the applicant's questions?	Y/N
35. Was the information you provided specific and detailed?	Y/N
36. Were you tactful?	Y/N
37. Were you frank and honest?	Y/N
38. Did you overreact to anything said?	Y/N
39. Did you avoid arguments?	Y/N
40. If you disagreed, were you tactful?	Y/N
41. Did you avoid pressuring?	Y/N
42. Did you refrain from giving unsolicited advice and lecturing?	Y/N
43. Did you review and summarize in the end?	Y/N
44. Did you both agree on what the future action should be?	Y/N
45. Did you conduct a tour?	Y/N
46. Did you close on a friendly note?	Y/N
47. Did you learn the applicants availability?	Y/N
48. Did you assist the applicant in leaving the building?	Y/N
49. Did you gather and finalize the interview rating forms?	Y/N
50. Did you thank your team members for their assistance?	Y/N

What did you do especially well in the interview?

A.

B.

C.

What would you have liked to improve?

A. How?

B. How?

C. How?

Interview Team Checklist for Conducting Effective Interviews

Name: _____ Date:_____

1.	Did you introduce yourself and explain what you do?	Y/N
2.	Did you shake hands?	Y/N
3.	Did you make an easy, casual transition from opening greetings to the first serious topic of the interview?	Y/N
4.	Did you state your purpose as soon as possible?	Y/N
5.	Did you start off with easy materials?	Y/N
6.	Did you attempt to put applicant at ease?	Y/N
7.	Were you relaxed and confident?	Y/N
8.	Did you demonstrate sincere interest in the applicant?	Y/N
9.	Were you friendly?	Y/N
10.	Did you try to reduce nervousness or anxiety?	Y/N
11.	Did you maintain eye contact with applicant?	Y/N
12.	Was your facial expression appropriate?	Y/N
13.	Were you distracted by some particular type of behavior?	Y/N
14.	Did you use a pleasant voice?	Y/N
15.	Were you audible and articulate in your speech?	Y/N
16.	Did you try to convey interest to applicant?	Y/N
17.	Did you use proper grammar and pronunciation?	Y/N
18.	Did you listen attentively to what the applicant had to say?	Y/N
19.	Did you allow applicant enough time to talk?	Y/N
20.	Were you able to resist distractions?	Y/N
21.	Were your responses prompt and appropriate?	Y/N
22.	Did you encourage applicant to give examples?	Y/N
23.	Did you invite applicant to ask questions?	Y/N
24.	Did you answer the applicant's questions?	Y/N
25.	Was the information you provided specific and detailed?	Y/N
26.	Were you tactful?	Y/N
27.	Were you frank and honest?	Y/N
28.	Did you overreact to anything said?	Y/N
29.	Did you avoid arguments?	Y/N
30.	If you disagreed, were you tactful?	Y/N
31.	Did you avoid pressuring?	Y/N

What did you do especially well in the interview?

A.

B.

C.

What would you have liked to improve?

A. How?

B. How?

C. How?

Other comments:

COMMON ERRORS IN INTERVIEWING

1. Planning is poor
   A. Interviewers do not know their objectives
   B. Interviewers do not plan and structure the interview
   C. Interviewers do not know the job for which the candidate is applying

2. Approach is Diagnostic
   A. Interviewer assumes the role of amateur psychiatrist
   B. Applicant is judged on inappropriate or subjective criteria

3. Interviewers are Human Beings
   A. Personal attitudes and stereotypes abound
   B. First-impression bias and jumping to conclusions are apparent
   C. Interviewer forgets and doesn't document

4. Interviewers violate the EEO guidelines
   A. Interviewer raises prohibited topics
   B. Evaluation is based on irrelevant information

Other common errors in interviewing:

1. Failing to be properly prepared
2. Talking too much
3. Asking too many closed questions
4. Asking multiple questions
5. Asking marathon questions
6. Ineffective listening
7. Not taking the interview seriously
8. Making assumptions
9. Ineffective conclusions
10. Inaccurate documentation
11. Not providing information consistent with the program philosophy and job functions
12. Lack of knowledge about the EEO guidelines on discrimination

Date: _____

Supervisor's Training Evaluation Form

		Poor		Good		Excellent
		1	2	3	4	5
1.	Organization of materials	1	2	3	4	5
2.	Usefulness of ideas	1	2	3	4	5
3.	Value of training content	1	2	3	4	5
4.	Effectiveness of guides, outlines	1	2	3	4	5
5.	Ability to hold your interest	1	2	3	4	5
6.	Expertise on the topic	1	2	3	4	5
7.	Were the training goals met	1	2	3	4	5
8.	Use of humor	1	2	3	4	5
9.	Overall training rating	1	2	3	4	5

Thanks for participating and taking the time to give us your reaction!

Appendix D:

Guidelines for Interviewing

Interview Questions

GUIDELINES FOR INTERVIEWING

Keep the following rules in mind when presenting the interview questions that are intended to indicate whether or not an applicant meets the requirements for the position.

1. The underlying framework from which you draw your questions and hiring decisions is the LSS/Luther Hall Mission Statement. How does this person reflect our beliefs, values and our mission?

2. An applicant's past will offer you indicators upon which you can draw reliable assumptions. Past work behavior is usually the best indicator of future work behavior. The three sources of information available are: the application, the interview process, and the references from past employers/personal.

The following interview questions have been developed to correspond to each of the thirteen (13) categories in the Applicant Interview Rating Form. The questions are specific and relevant to the category. For example:

Category:	Degree, Training and Experience
Questions:	Describe for me your duties in your current job?
	What were your three most important responsibilities in your previous job?

It is important that the interview team members each take a category and ask the selected questions in that category. All team members will rate each category immediately after the questions have been asked. This will provide a more consistent, objective response to the category and the questions. The team members will rotate the thirteen (13) categories and questions. The two questions chosen by the Resident Representatives from the Residents Survey Form are on page ten (10).

Please note: The interview team does not need to ask all of the questions listed in each category. The team will need to meet and choose the questions they feel are important and relevant.

INTERVIEW QUESTIONS

Degree, Training, Experience:

Recognized degrees: Completed B.A. or B.S. program (4 yrs.) in human services including psychology, sociology, social work, education, psychiatric nursing, ed. psych., counseling, child care, physical education, criminal justice, therapeutic recreation, leisure studies, occupational therapy.

Incomplete education programs will not be accepted.

Unrelated bachelor degrees will not be recognized.

Credited demonstrated experience includes work with children and adolescents in a human service setting.

Questions:

One of the things I am particularly interested in is your work experience. Will you please describe your current position?

Describe for me your duties in your job? What kind of population did you work with?

What was the most challenging/most difficult experience with that population? Be specific.

What has been your greatest accomplishment in your work experience?

What were your three most important responsibilities in your previous job?

Please rate this category on your applicant interview rating form now!

Philosophical Stance/Mission:

Do you think it is better to work and make decisions under a pre-existing philosophy or to work and decide under a pragmatic model, that is, if something works, it is good?

Have you had any experience in working with interdisciplinary teams? How would you describe the function of this type of team?

What is meant by decisions that are made by the "consensus of the group"?

Are there times when authoritative decision-making is preferable to the "consensus of the group"?

What experience have you had in working with people from diverse backgrounds and cultures?

Please rate this category on your applicant interview rating form now!

Teamwork:

Do you like to work alone or part of a group?
What are some of your strengths in dealing with co-workers?
Define cooperation. How would you define a conducive work atmosphere?
Tell me about a situation when you pulled the team together? Tell me about a time when the team fell apart. Why did it happen? What did you do?

Tell me about a time you helped a co-worker with learning a new task or solving a problem.

What was the task?
How did you know your co-worker needed help?
How did you help?
How did your co-worker feel about your help?
How could you tell?
What happens when people don't catch on quickly?

Teamwork:

We all experience some unpleasant times with our peers (supervisors). Tell me about the most trying time you had with a co-worker (supervisor).

What led up to this event?
How did you approach the situation, what did you say?
What did the co-worker say?

Can you think of a time when you did something for a co-worker without being asked?
When?
What were the reasons?
How did the co-worker react?

Can you think of a time you were asked to help out on something that was not directly your responsibility?

Describe a time when you had to communicate an unpleasant message to a co-worker (ie. confront).

Please rate this category on your applicant interview rating form now!

Management:

What was the most difficult situation you have faced? What stress did you feel and how did you react?
How do you take direction? What are some of the things about which you and your boss disagreed? What are some of the things your boss did that you disliked?
Is what areas could your boss have done a better job? I would be interested in hearing about an occasion when your work was criticized?
How do you make decisions?

Do you prefer to work alone or with others? Why?

Describe the best supervisor you ever had. What made him or her stand out?

Management:

How do you take direction? What are some of the things about which you and your boss disagreed? What are some of the things your boss did that you disliked?

How did your boss get the best out of you? How did you get the best out of your boss?

For what have you been most frequently criticized?

Please rate this category on your applicant interview rating form now!

Communication:

How important is communication and interactions with others on a job?
What is more important in your present job, written or oral communication?
What do you consider critical factors in communicating with troubled children?

How persuasive are you in convincing others that your ideas and opinions are worthy of consideration?

Have you ever had to make an unpopular decision? What was it? Who did it affect? Why did the situation arise? What did you learn?
How effective are you in presenting an idea or plan to a group?

Please rate this category on your applicant interview rating form now!

Severely Emotionally Disturbed:

Define Severely Emotionally Disturbed
Why do you want to work with this population?
What behavioral problems do you expect to confront when working with SED youth?

What discipline techniques do you think are effective in handling SED youth?

Severely Emotionally Disturbed:

What are some of the most common medical and health issues of SED youth?

How should SED children and adolescents be disciplined?

Please rate this category on your applicant interview rating form now!

Case Management:

Give me an example of a recent time when you had to organize tasks to meet a tight deadline? How did you arrange your schedule to complete the project?

Describe a typical day for me. What problems do you normally experience in getting things done?

What do you do to keep your enthusiasm up? Tell me about a time when an emergency caused you to reschedule your work load projects?
What experience have you had in utilizing community resources?
What do you do when you have a lot of work to do in a short amount of time? How have you reacted?

Tell me about an occasion when your performance didn't live up to your expectations?

Please rate this category on your applicant interview rating form now!

Interpersonal Skills:

Relate a personal experience when you helped a child succeed and it gave you personal satisfaction.
What types of projects would you like to do with kids?
What are three major characteristics a child care worker should possess when working with this population?
What would you say are the three most important things kids should know and do? Give a case history to further explain this question

Interpersonal Skills:

Identify some conflicts in past jobs and how they were resolved.

What sorts of things irritate you in a work environment?

What type of supervisor or co-worker have you found the hardest to work with?

What kinds of relationships are appropriate and acceptable in residential treatment?

Please rate this category on your applicant interview rating form now!

Therapeutic Skills:

What personal characteristics do you think are necessary to make you successful in this position?

What is your therapeutic orientation?
Can you identify a few ways in which your cultural background and past experiences have a continuing impact on you today? How do you think these factors would influence your effectiveness with this population?

Given the fact that so many mental health workers experience burnout, what specific steps can you think of to lessen your chances of burning out?

Is it possible to separate a discussion of values from the therapeutic process?

Tell me about a specific accomplishment you have achieved as a group member?
What difficulties do you have in tolerating people with different backgrounds and interests than yours?

Please rate this category on your applicant interview rating form now!

Crisis Management:

Tell us about a personal experience you have had where you were faced with a serious emergency and had to make a quick decision.

Not all children are easy to like. Some are rude, defiant, angry, mean. Tell me about a situation where you had to deal with an aggressive child. How did you respond?
Because of the nature of our work, we are often time placed in situations of having to discipline our children. Tell me about a time when you were in this situation?

What did the child do that warranted disciplinary measures?
What steps did you take in disciplining the child?
How did the child react?
How was your relationship with the child affected?
Would you do it differently if you had to do it over again? What?

Hypothetical Situations:
Three part question:
Part A
It's your first day at work and you have 4 residents in your care. It is almost dinner time and you are asked by your supervisor to make sure the dinner table gets set. It is Donny turn to set the table today and he is busy playing a video game. You ask him twice if he could please set the table; each time he ignores you. In addition, as you speak, Donny raises the volume on the video game. What do you say and do?
Part B
The child Donny becomes angry and explosive lashing out verbally regardless of the interventions suggested by the applicant. Donny pushes you out of the way and storms to his room. He slams the door shut and shortly after you hear loud banging against the walls. Again, what do you say and do?
Part C
Lets go back to the point where Donny pushes you and instead of storming to his room he goes to an Exit door. Donny then tells you he is tired of this place and that he is leaving. He then proceeds to walk out. You have three kids in your care, a child that just left the building and the dinner table needs to be set. What do you do?

Hypothetical Situations:

Today you and a co-worker are working with a group of 6 or 7 kids doing arts and crafts. About 10 minutes into the activity your co-worker goes into the staff office to use the phone. Shortly after Billy begins to be silly it escalates to provoking, and finally he gets up and starts hitting kids in the back of the head. What do you do and say?

Note: What you are looking for is their ability to control a group when alone and ability to confront a co-worker if feeling overwhelmed.

It's about 10:30 p.m. on Friday evening. You were assigned as primary to three boys. You get a knock on the door and it is Adam's mom saying she is here to pick up her son. She tells you that she has a full weekend planned so she needs to have Adam come with her. What you find strange is that you read in the visitation schedule that Adam is scheduled to be picked up on Saturday at 2:00 p.m., the next day. To add to this situation she is accompanied by a man you have never seen before who is acting very strange. The more you look at him the more you are certain that he is under the influence of something. How would you handle this situation? What do you say, and why?

Today you and a team member are walking a group of 6-7 kids from point A to point B. You are at the end of the line and your team member (co-worker) is at the head of the line as is Billy. Billy once again starts being silly escalating to a verbal altercation with peers. Throughout this situation your team member has been trying to redirect and calm Billy but he is not responding. As a matter of fact, Billy escalates to the point where he is extremely rude with your team member. You notice your team member becoming angry and at one point walks up and grabs Billy by the arm yanking him out of line. He then tells Billy "Listen, damn it, if you don't shut up and quit it you're going to regret it." You have the other boys looking on, what do you say, do , and why? What do you do with the information?

Hypothetical Situations:

You are working on the second floor during bedtime. You are at one end of the hall (girls/boys) wing and your co-worker is at the other. You then have Billy call you into his room and he tells you that he was sick today. You know this is true because he was not in school. You make some small talk and he asks you to tuck him into bed. You do so, then leave the room. Then you are called into the office by the supervisor the next morning. Your supervisor states that he spoke with Billy and that Billy is alleging that you went into his room and touched him in areas that he did not want to be touched. How do you respond to these allegations?

Dependability:

Where do you see yourself in 5 years? How does working here help?

If your past employers and co-workers were asked to characterize you, what would they say? What would they say about your attendance? Punctuality?

What have you done to become more effective in your position? How long will it take you to make a contribution? Why should I hire you? How long would you stay with the agency? How would working evenings affect you?

Please rate this category on your applicant interview rating form now!

Questions from the Resident's Survey:

1. Do you agree or disagree with this statement and why.
   "Don't treat an individual issue as a group issue."

2. In your opinion, what is the most important thing to do when listening to a child?

Please rate this category on your applicant interview rating form now!

Manner and Appearance: There are no questions for this category Record the total number of points - Submit to the supervisor

Appendix E:

Applicant Interview Rating Form
Residential Child Care Worker

LUTHER HALL
APPLICANT INTERVIEW RATING FORM

Position: Residential Child Care Worker

Applicants Name: _____

Name/Title of Interviewer: _____

Date of Interview: _____

****

Instructions:

1. A weight has been assigned to each category based on the importance to the job function of a residential child care worker. The weights assigned are the same for all the applicants interviewed for this particular position. Assigned weights will vary depending on the job function.

   Interview Team Responsibilities (includes the supervisor)

2. Rate each category on a scale of 1-4. This rating needs to done immediately on completion of each category.

3. Upon completion of interview, multiply the assigned weight (column 1) by the rating (column 2).

4. Add column 3 for the total score (possible 100).

   Supervisor's Responsibilities:

5. The interviewers' scores are totaled by the supervisor. This total is divided by the number of interviewers which gives the applicant's adjusted final score.

6. The applicant's adjusted final score must be 60 or above to be considered for employment.

Residential Child Care Worker Interview Rating Form

Categories	(1) Assigned Weight		(2) Rating		(3) Score
	3 = required 2 = preferred 1 = of some value		4 = superior 3 = very good 2 = good 1 = unsatisfactory		
1. Degree, Training, Experience •Required degree •Licensures & Certifications •On-the-job experience in related areas •Pursued continuing education •Diversity of interests, civic affairs	3	x	____	=	____
2. Philosophical Stance/Mission •Commitment to interdisciplinary approach •Belief in developing caring relationships •Work is service oriented •Sensitivity to cultural diversity	2	x	____	=	____
3. Teamwork •Strong sense of responsibility •Ownership for work and behavior •Fair, open-minded, loyal, and flexible •Decisions based on information from those affected or involved •Committed to team process	3	x	____	=	____

Categories	(1) Assigned Weight		(2) Rating		(3) Score
	3 = required 2 = preferred 1 = of some value		4 = superior 3 = very good 2 = good 1 = unsatisfactory		
4. Management	1	x	____	=	____
•Able to think and act independently •Takes responsibility for deadlines •Strives to achieves goals and objectives •Ability to exercise leadership-motivates •Assertive and shows initiative •Seeks completeness and closure •Decisions consider the best interest of the child and family					
5. Communication	2	x	____	=	____
•Ability to communicate feelings, persuade and elicit feedback •Organizes and presents ideas clearly •Listens attentively, has empathy for child's feelings and thoughts •Competent writing skills					
6. Severely Emotionally Disturbed	2	x	____	=	____
•Understands characteristics, growth and development of SED youth •Familiar with behavior management, discipline techniques, residential living •Utilizes physical involvement procedures •Familiar with diagnoses, treatment plans, and medical/health issues of SED					

Categories	(1) Assigned Weight	(2) Rating	(3) Score
	3 = required 2 = preferred 1 = of some value	4 = superior 3 = very good 2 = good 1 = unsatisfactory	

7. Case Management — 1 x ____ = ____

- Ability to organize and communicate effectively
- Familiar with community resources system of care in state and locally
- Capable of expressing self in a congenial and consistent manner
- Time management and speaking/writing abilities

8. Interpersonal Skills — 3 x ____ = ____

- Likes children and expects them to reciprocate, self-confident
- Thinks satisfaction is gained in seeing others grow and improve
- Able to elicit feedback and come to a consensus on how to proceed
- Believes in relationship building
- Generous with one's time, talents and resources when working with others

Categories	(1) Assigned Weight		(2 Rating		(3) Score
	3 = required 2 = preferred 1 = of some value		4 = superior 3 = very good 2 = good 1 = unsatisfactory		
9. Therapeutic Skills •Able to build a positive, supportive and accepting group climate •Will stimulate children to think, respond, and learn •Possess considerable physical stamina to maintain day to day work •Sees work and physical activity as positive and personally satisfying •Clear insight and knowledge of counseling theory and techniques.	2	x	____	=	____
10. Crisis Management •Responds and works well in crisis situations •Able to adjust to change, interruptions, chaotic environment •Capable of making quick decisions •Experience in reacting to emergencies	3	x	____	=	____
11. Dependability •Understands the importance of attendance and promptness in a successful organization •If hired, expects personal satisfaction from the work •Participates in job related activities and associations	1	x	____	=	____

Categories	(1) Assigned Weight		(2) Rating		(3) Score
	3 = required 2 = preferred 1 = of some value		4 = superior 3 = very good 2 = good 1 = unsatisfactory		
12. Characteristics from Resident's survey	1	x	____	=	____

- Individualize the treatment
- Treat children fairly and honestly
- Aware of importance of what children are saying
- Able to listen without interrupting
- Wants to help children
- Is respectful of children's feelings

The following rating is based on the total interview impression. There are no questions.

13. Manner and Appearance	1	x	____	=	____

- Possess a sincere, friendly manner
- Seems aware of the humor engrained in human events
- Demonstrates self-confidence tempered by a sensitivity to others' needs
- Reasonable emphasis on personal grooming
- Listens well, is able to focus

Total Points: _____
(possible 100)

Adjusted Final Score: _____

Appendix F:

Interview Team Evaluation Form

Post Interview Evaluation

Interview Team Evaluation Sheet

Ratings
4 - superior
3 - very good
2 - good
1 - unsatisfactory

Description				
How would you rate the new format for interviewing?	1	2	3	4
Supervisor's interview (15 min.)	1	2	3	4
Team interview (60 min.)				
Supervisor closing interview and tour (15 min.)	1	2	3	4

Suggestions for improvement:

How did the role of the supervisor help the process?	1	2	3	4
Did your role enhance the interview process?	1	2	3	4

Suggestions for improvement:

Where the instructions clearly defined on the rating form?	1	2	3	4
Did you agree with the assigned weights given to each category? 3 - required 2 - preferred 1 - of some value	1	2	3	4

Did you agree with the assigned ratings?

4 - superior
3 - very good
2 - good
1 - unsatisfactory

If No please write the rating system you would recommend.

Please rate each category of the rating form.

Degree, Training, Experience	3	1	2	3	4

- Required degree
- On-the-job experience in related areas
- Pursued continuing education
- Diversity of interests, civic affair
- Licensures & Certifications

Suggestions for improvement:

Philosophical Stance/Mission	2	1	2	3	4

- Commitment to interdisciplinary approach
- Belief in developing caring relationships
- Work is service oriented
- Sensitivity to cultural diversity

Suggestions for improvement:

Teamwork 3 1 2 3 4

- Strong sense of responsibility
- Ownership for work and behavior
- Fair, open-minded, loyal, and flexible
- Decisions based on information from those affected or involved
- Committed to team process

Suggestions for improvement:

Management 1 1 2 3 4

- Able to think and act independently
- Takes responsibility for deadlines
- Strives to achieves goals and objectives
- Ability to exercise leadership-motivates
- Assertive and shows initiative
- Seeks completeness and closure
- Decisions consider the best interest of the child and family

Suggestions for improvement:

Communication 2 1 2 3 4

- Ability to communicate feelings, persuade and elicit feedback
- Organizes and presents ideas clearly
- Listens attentively, has empathy for child's feelings and thoughts
- Competent writing skills

Suggestions for improvement:

Severely Emotionally Disturbed	2	1	2	3	4

- Understands characteristics, growth and development of SED youth
- Familiar with behavior management, discipline techniques, residential living
- Utilizes physical involvement procedures
- Familiar with diagnoses, treatment plans, and medical/health issues of SED

Suggestions for improvement:

Case Management	1	1	2	3	4

- Ability to organize and communicate effectively
- Familiar with community resources system of care in state and locally
- Capable of expressing self in a congenial and consistent manner
- Time management and speaking/writing abilities

Suggestions for improvement:

Interpersonal Skills	3	1	2	3	4

- Likes children and expects them to reciprocate, self-confident
- Thinks satisfaction is gained in seeing others grow and improve
- Able to elicit feedback and come to a consensus on how to proceed
- Believes in relationship building
- Generous with one's time, talents and resources when working with others

Suggestions for improvement:

Therapeutic Skills	2	1	2	3	4

- Able to build a positive, supportive and accepting group climate
- Will stimulate children to think, respond, and learn
- Possess considerable physical stamina to maintain day to day work
- Sees work and physical activity as positive and personally satisfying
- Clear insight and knowledge of counseling theory and techniques.

Suggestions for improvement:

Crisis Management	3	1	2	3	4

- Responds and works well in crisis situations
- Able to adjust to change, interruptions, chaotic environment
- Capable of making quick decisions
- Experience in reacting to emergencies

Suggestions for improvement:

Dependability	1	1	2	3	4

- Understands the importance of attendance and promptness in a successful organization
- If hired, expects personal satisfaction from the work
- Participates in job related activities and associations

Suggestions for improvement:

Characteristics from Resident's survey	1	1	2	3	4

- Individualize the treatment
- Treat children fairly and honestly
- Aware of importance of children are saying
- Able to listen without interrupting
- Wants to help children
- Is respectful of children's feelings

The following rating is based on the total interview impression. There are no questions.

Manner and Appearance	1	1	2	3	4

- Possess a sincere, friendly manner
- Seems aware of the humor engrained in human events
- Demonstrates self-confidence tempered by a sensitivity to others' needs
- Reasonable emphasis on personal grooming
- Listens well, is able to focus

Suggestions for improvement:

Rate the importance of rating each category immediately after each series of questions?	1	2	3	4
What would you do differently?				
How would you rate how the questions were organized?	1	2	3	4
How did the questions relate to the category?	1	2	3	4
How would you rate the number of questions?	1	2	3	4
How valuable were the questions from the residents?	1	2	3	4
What is your rating of the hypothetical situations?	1	2	3	4

Research shows that this is how you gather the most relevant information regarding the skills, knowledge and abilities of a candidate. Is this true?

Overall the interview process was....

A Special thanks to all of you for participating in this new interview process. I appreciate it.

Results of the Interview Team Evaluation of the Interview Process

Strengths	Weaknesses
Able to concentrate on listening to the applicant	Interpersonal skills category should be separated
Ease of answering each category	The working of a few questions was awkward
Results are more objective despite slightly different standards of scoring and/or varying perspectives in evaluating the responses	Does not account for good or poor interviewers. Personality is not weighed.
Better eye contact	
Better able to listen to the applicant	Some questions were redundant
	Dead time while scoring
More time with the applicant gives more information to evaluate easier	The length helps get to know the applicant
Really able to listen to the applicant which put them at ease and encouraged them	Separate the interpersonal: staff to staff and staff to resident
Grouping of the questions to cover a specific area was excellent. Knowing what to look for under each category was very helpful	

Strengths	Weaknesses
Even and accurate scoring process even with the different view points of the interview team	Interview is long Some of the questions were repetitious

All of the applicants were very impressed that we consulted with the residents and had two questions from them. They thought is was an excellent idea! This process also takes into affect the human nature of people. The people on interview teams have a tendency to judge to quickly and with the length of this interview system, the team is able to see the applicant clearer without preconceived ideas or first impressions making the final decision. Even though we saw the applicants differently the rating system worked out beautifully. Almost like a miracle!

Suggestions for improvement:

Separate interpersonal skills into two categories one for the staff interactions and one for interactions with youth

Have interviewers be prepared to ask questions while the scoring is being done

Ask three or more questions in each category. Make sure the questions are not repetitive.

Spend more time in the first interview with the supervisor and have the supervisor explain his/her position thoroughly and get some ice water for the applicant.

Put the tour at the beginning of the interview - applicant will learn more and be more at ease by meeting some of the other staff. Develop a separate checklist for the interview with the supervisor that describe the job functions and duties

LUTHER HALL
INTERVIEW TEAM

POST-INTERVIEW EVALUATION FORM

Name of Interviewer:_____

Date: _____

Position: _____

In my opinion, the strengths of the interview process were:

The weaknesses of the interview process were...

These are my suggestions for a better interview process...

Appendix G:

Resident Group Discussion Guide

Resident Survey Form

Resident Group Discussion Outline

Those in attendance:

Date:

Time:

Agenda:

1. Description of the Practicum Project

    A. Goals and Objectives

2. Review the Resident Survey Form

    A. Get feedback, suggestions

    B. Make any necessary changes, additions

3. Set a date and time to present the survey to the residents

    Date: _____ Time: _____

4. Set a date and time to meet to review the survey results and select interview questions.

    Date: _____ Time: _____

Resident Survey Form

Date: ____ _____ Male _____ Female _____
How old are you? _____ Grade in School _____
How long have you been at Luther Hall? _____

Primary Question: What are the most important qualities that a Residential Child Care Specialist should have in order to work with children and adolescents in a Residential Treatment Center? Please answer the following statements:

	Very important	Important	Not important
Maturity: Is older than 21.....	_____	_____	_____
Intelligence: Is smart.....	_____	_____	_____
Initiative Has a lot of energy.....	_____	_____	_____
Assertiveness: Is forceful, outspoken.....	_____	_____	_____
Personality: Is outgoing, fun	_____	_____	_____
Confidence: Is someone you can trust.....	_____	_____	_____
Anxious: Someone who is hyper.....	_____	_____	_____
Good judgment: Is fair, makes good decisions	_____	_____	_____

	Very important	Important	Not important
Past Experience:			
Worked with kids in treatment	_____	_____	_____
Education:			
Has a college degree.....	_____	_____	_____
Communication Skills:			
Understands & solves problems	_____	_____	_____
Interpersonal Skills:			
Gets along with kids & adults	_____	_____	_____
Manner and Appearance:			
Wears clean clothes, polite.....	_____	_____	_____
Interested in the job:			
Likes working in residential.....	_____	_____	_____
Sense of Mission:			
Wants to help kids.....	_____	_____	_____
Relationships:			
Builds trust, cares.....	_____	_____	_____
Empathy:			
Is a good listener.....	_____	_____	_____
Responsible:			
Ability to get work done.....	_____	_____	_____
Work Orientation:			
Enjoys physical activities.....	_____	_____	_____
Role Model:			
Follows the rules.....	_____	_____	_____

	Very important	Important	Not important
Courage: Will speak out and disagree...	_____	_____	_____
Objectivity: Sees both sides of a problem	_____	_____	_____
Helper: Enjoys seeing others succeed	_____	_____	_____
Integrity: Will respect confidentiality.....	_____	_____	_____
Dependable: Loyal, always willing to help.....	_____	_____	_____

Please add other qualities you feel are necessary in order to be a good child care worker.

_____ _____

_____ _____

If you were interviewing someone who wanted to work as a residential child care worker (specialist) what kinds of questions would you ask? Please write one or two questions in the space below:

1._____

_____

2._____

_____

Thank you for completing this survey.

Appendix H:

Ten Week Implementation Plan

TEN WEEK IMPLEMENTATION PLAN

Week One:

1. Introduced the practicum project to the supervisors. Reviewed roles, the goals and objectives, and the expectations of the ten week implementation plan. Wednesday, July 3, 1996 at 9:00 a.m.

2. Developed the Supervisors Training Guide Outline with a Pre- and Post-Test, the Checklist for Conducting Effective Interviews and the Applicant Interview Rating Form.

3. Met with the Human Resource Coordinator to review the training outline, determine availability and set a date for the training. Wednesday, July 2, 10:30 a.m.

4. Met with the Residential Child Care Coordinator, and the Child Care Worker to explain the practicum project and their role in the ten week implementation plan. Held on July 2, 1996 10:00 a.m.

Week Two:

1. Facilitated the Training Session with 100% participation of the supervisors. Coordinated the pre- and post-test procedure with the Human Resource Coordinator. Held on July 10, 1996 at 1:00 p.m.

2. Met with the Human Resource Coordinator to determine if goals of the training were met. Determined if further training is necessary. Held on July 12, 1996

3. Met with the supervisors to review the results of the training session. Before the interview each supervisor received a Supervisors Interview Packet which will include: Pre-screening procedures, the Checklist for Conducting Effective Interviews, (questions were given after the kids questions are added) and the Applicant Interview Rating Form. Meeting held on July 12, 10:00 a.m.

Week Three:

1. Met with the Residential Care Coordinator, and the Child Care Worker to review the residents role in the interview process and identify two Resident Representatives who will be willing to participate in the group sessions regarding the interview process. Held on July 15, 9:30 a.m.

2.. Developed the Resident Group Discussion Outline and the Resident Survey Form.

3. Conducted the group session with the Residential Child Care Coordinator, the Child Care Worker, and the Resident Representatives to review the expectations and goals. July 15, at 12:30 p.m. - 1:30 p.m.
Explained the project to the girls and boys. Made a list of the boys and the girls who had permission to do the survey.
Distributed and reviewed the purpose of the Resident Group Discussion Outline and Resident Survey Form. Determined a date and time to review the results of the survey. Conducted the survey with the help of the representatives on July 17, 12:30 p.m. - 1:30 p.m. On July 18 th at 12:30 meet and review the survey questions with the two representatives and asked them to pick out the questions they feel are important to use in the questionnaire.

Week Four:

1. Met with the residents and distributed the Resident Survey Form. Gathered the information. Met and reviewed the survey results and picked out the questions to be added to the interview questions. July 17, 12:30 p.m. - 1:30 p.m.

2. Met with the Residential Child Care Coordinator, the Child Care Worker, and the Resident Representatives to review the results of the survey. Added any questions written by the residents to the sample questions included in the supervisors' interview packet.

3. Began the interview selection process for hiring a child care worker for the practicum program. Conducted the interviews. The interviews were set up for July 24 - Aug. 8, 1996.

Week Five:

1. Determined if any mid-project adjustments or changes needed to be made regarding discussion groups, training, or schedules. Decision made that the PIP-2 would not be developed.

2. Conducted sessions with the supervisors to clarify any questions or concerns regarding the training, selection process.

3. The Practicum Interview Process (PIP-2) was not developed. It was determined that it would serve no purpose at this point. An interview evaluation form was developed for the interview team and the supervisors to complete.

Week Six:

1. Met with new staff hired during the fourth week of the project to discuss their opinions and suggestions about the the interview process.

2. Met with the interview team members to assess the one-part interview team process and answer any questions or concerns. Gave them an evaluation form to fill out.

3. Met with the Residential Child Care Coordinator and the Resident Representatives to review the results of the survey, determined the results and got their opinion on how things went.

Week Seven:

1. Continued to review the results of the interview conducted during the first six weeks.

2. Met with supervisors to review the process and data collection based on the interview sessions.

3. Collectred information from the Checklist for Conducting Effective Interviews and the Applicant Interview Rating Form.

Week Eight:

1. Met with the interview team members for feedback and suggestions about the interview process.

2. Met with the President of LSS/ND and inform him of the project's progress.

Week Nine:

1. Began gathering information from the Practicum Interview Process. Gathered information from the supervisors training session, applicant interview rating form, interview team and supervisors evaluation form, resident survey form, and the newly hired residential child care worker evaluation form.

2. Met with the new employee that was interviewed during the first eight weeks of the project. He completed the Evaluation Form.

3. Met with the supervisors to discuss any problems or concerns and future implications of the interview process for the practicum program.

Week Ten:

1. Scheduled post-interviews with the supervisors and interviewed team members and Human Resource Coordinator.

2. Analyze all of the results and finished the final presentation of the findings for the practicum project.

Appendix I:

Consent Forms for Legal Custodian Parent (s) and Child

Dear _____ Date: _____

I am conducting a research project to meet the requirements of a Master's Degree in Child and Youth Administration. The title of my project is the Development, Implementation, and Evaluation of an Integrated Team Approach of Interviewing Applicants to Work in a Residential Treatment Center. As part of this project I would like to conduct a survey of the children at Luther Hall to find out what qualities, characteristics, and personalities they feel are important in the people that are hired to work in residential treatment. In addition, they will be asked to develop two or three interview questions that can be used in the interview process. This should take about 30 minutes of their time. Hopefully, what is learned, may add to the quality of services provided to children in residential treatment.

Please read the following attached consent form. If you agree, please sign, date, and return the consent form in the enclosed self-addressed stamped envelop or FAX to: 701-232-3537

Mary J. Weiler/Luther Hall
Administrative Director

enclosure

Consent Form (resident)

You are invited to participate in a project titled " Development, Implementation, and Evaluation of an Integrated Approach of Interviewing Applicants to Work in a Residential Treatment Center." This will be conducted by Mary J. Weiler in order to meet the requirements of a Master's Degree in Child and Youth Administration. You will be asked to write down your opinion about the qualities, characteristics, and personality traits you feel are most important when a person is being interviewed to work in a residential treatment center. This will take about 30 minutes of your time and you do not need to sign the survey form.

You are free to not participate or to withdraw from the project at any time. There are no penalties for not participating and you will have an opportunity to visit about the results of the project.

I understand the above information and give my voluntary consent for participation in the project described above.

Name (please print)_____

Signature _____ Date_____

Consent form (parent) Name: _____

Your son/daughter is invited to participate in a project titled the"Development, Implementation, and Evaluation of an Integrated Team Approach of Interviewing Applicants to Work in a Residential Treatment Center" which will be conducted by Mary J. Weiler in order to complete her requirements for a Master's Degree in Child and Youth Administration. Your son/daughter will be asked to complete a brief survey about the qualities, characteristics, and personality traits they feel are most important when a person is being interviewed to work in a residential treatment center. This will take about 30 minutes of their time and they do not need to sign the survey form.

Your son/daughter is free not to participate or to withdraw from the project at any time. There are no penalties for not participating and they will have an opportunity to visit about the results of the survey.

I understand the above information and give my voluntary consent for participation in the research project named above. Please return this form in enclosed stamped envelope

Name (please print) _____

Signature _____ Date _____

Consent form (legal custodian) Name: _____

The residents at Luther Hall are invited to participate in a project titled the "Development, Implementation, and Evaluation of an Integrated Team Approach of Interviewing Applicants to Work in a Residential Treatment Center" conducted by Mary J. Weiler in order to complete her requirements for a Master's Degree in Child and Youth Administration.

The residents will be asked to complete a brief survey about the qualities, characteristics, and personality traits they feel are most important when a person is being interviewed to work in a residential treatment center. This will take about 30 minutes of their time and they do not need to sign the survey form. The residents are free not to participate or to withdraw from the project at any time. There are no penalties for not participating and they will have an opportunity to visit about the results of the survey. I understand the above information and give my voluntary consent for residents on my case load at Luther Hall to participate in the research project named above. Please return this form in enclosed stamped envelope or FAX to Mary J. Weiler at 701-232-3537. Thank you.

Name of Client (s) _____

Signature _____Date _____

Appendix J:

Residential Child Care Worker
Post-Interview Evaluation Form

LUTHER HALL
RESIDENTIAL CHILD CARE WORKER

POST-INTERVIEW EVALUATION FORM

Name of Interviewer:_____

Date: _____

Position: _____

In my opinion, the strengths of the interview process were:

The weaknesses of the interview process were...

These are my suggestions for a better interview process...